

Islamic education curriculum management at SMK Al-Ghazaly Bogor

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ABSTRACT

This study aims to analyze the management of Islamic education curriculum at SMK Al-Ghazaly Bogor. Islamic religious education in the 2013 curriculum at both high school and vocational school levels is included in group A subjects that must be followed by students, as well as in the independent curriculum in accordance with the learning achievements of Islamic religious education at both high school and vocational school levels. The research method used is qualitative descriptive. Primary data sources were taken from the principal, curriculum and representatives of Islamic Education teachers. Secondary data sources were taken from the Qur'an, Hadith, journals and other books. The background that drives the research is that SMK Al-Ghazaly Bogor is an Islamic-based school that has a Vision of building independent people based on IMTAQ and IPTEK, having good morals, skilled, productive and useful for society. The mission of SMK Al-Ghazaly Bogor is to realize a superior school with Islamic characteristics, build independent people who are ready to work and improve students' abilities in utilizing science and technology. SMK Al-Ghazaly Bogor was established in 2009 with an operational permit from the Bogor City Education Office number: 421.5 / 8-1 Disdikpora is an integrated part of the secondary education system under the auspices of the Ministry of National Education and Culture, the Directorate General of Vocational High School Development and the Al-Ghazaly Bogor Islamic Center Foundation is a foundation founded by one of Indonesia's great scholars, namely KH.R. Abdullah bin Nuh, which is now led by his son, KH. M. Mustofa ABN, Lc. Research results: This school focuses on the learning process balanced with Islamic-nuanced education such as dhuha prayer, tahsin tahfiz, surau tahajud together, memorizing the Qur'an, congregational fadhu prayer and annisa arrijal activities in Islamic education, approaches to discipline, habituation activities and attention to all aspects that support the learning process. Among the curriculum management described in this article are planning, organizing, implementing, supervising and evaluating the Islamic education curriculum at SMK Al-Ghazaly Bogor.

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Introduction

A school becomes highly sought after by the community when it implements a well-structured curriculum and effective management, leading to a progressive institution. Providing excellent

services to students and, most importantly, producing graduates who are independent, competitive in the job market, and outstanding is the ultimate goal. Achieving optimal outcomes is closely tied to proper management arrangements, including curriculum management, which constitutes one of the components of the eight national standards. The curriculum serves as a reference for institutions or schools in carrying out educational activities. In the era of globalization, marked by competition in human resource quality, Islam can advance and compete in the future if school management is properly organized and managed. The Indonesian government has undertaken various efforts to improve the quality of education. This perspective assumes that education plays a key role in ensuring that our education system is effective and high-quality through an understanding of concepts and the realization of proper management practices. The curriculum is an educational program provided by an educational institution (school) for students. Based on this program, students engage in various learning activities, fostering their growth and development in accordance with the predetermined educational goals. Through these curricular programs, schools or educational institutions create an environment that facilitates students' development. Hence, the curriculum is designed in such a way as to enable students to undertake a variety of learning activities. The curriculum is not limited to a set of subjects but encompasses everything that can influence students' development, such as school buildings, teaching tools, school facilities, libraries, and administrative staff, among other factors. (Hamalik : 2008). Curriculum is interpreted to mean all of the organized courses activities, and experiences which pupils have under the direction of school whether in the classroom or not.

Based on this formula, curricular activities are not limited to the classroom, but also include activities outside the classroom. There is no distinction between intracurricular activities and extracurricular activities, there is no clear separation. In the concept of Islamic sharia management, behavior is related to the values of faith and monotheism. Every behavior of a person involved in an activity based on monotheism is expected to be controlled and will not be KKN (Corruption, Collusion and Nepotism) because they are aware of the supervision of Allah the All-Knowing. (Hamalik: 2008). Curriculum development is the planning of learning opportunities that are intended to bring students towards the desired changes and assess the extent to which the changes have occurred in the students. Learning opportunities are planned and controlled relationships between students, teachers, equipment and the environment where the desired learning is expected to occur. This happens that all learning opportunities are planned and controlled between students, teachers, equipment and the environment where the expected learning occurs. This happens that all learning opportunities are planned by teachers, for students are actually "the curriculum itself". In the above understanding, curriculum development is actually a cyclical process, which never ends. The curriculum process includes the following: the process consists of

four elements, namely: a. studying and describing all sources of knowledge and considerations about teaching objectives, both related to subjects (subject courses) and the curriculum as a whole. b. Methods and materials: developing and trying to use school methods and materials to achieve the goals that are in harmony according to the teacher's considerations. c. Assessment: assessing the success of the work that has been developed in relation to the goals and when developing new goals. d. Feedback: Feedback from all experiences that have been obtained which in turn becomes the starting point for further study. Hidayati (2016). Islamic Education in the 2013 curriculum for high schools in Indonesia is included in topic A which is considered mandatory. The central government has formulated the objectives, learning outcome competencies, core competencies and basic competencies of the two topics. Therefore, quality management is needed to achieve these standards. In reality, Islamic Religious Education teachers, especially at SMAN 1 Pakem Yogyakarta, rarely know and understand the scientific content in relation to management activities. The study aimed to describe the management of Islamic education curriculum and character education with the content of integration and interconnection science in high school is a field study, with a qualitative approach. The subjects are Islamic Education teachers and the character of the object is the management of Islamic education curriculum in grades X, XI and XII. Data were collected using observation, interviews and documentation and then analyzed based on Matthew B. Miles and A. Michael Huberman. The flow model used in the analysis as data analysis includes 3 elements, namely data collection accompanied by data reduction using clarification, topic concentration and generalization, abstraction and transformation of rough data, data analysis including data presentation, information compilation and drawing conclusions. The results of the study showed that in grade X there was a core topic themed "living a noble life" and managing waqf truthfully, while in grade XI the core topic was O Islamic fighters, wake up and rise! while in grade XII the core material was worship with lust by believing in the Day of Judgment.

Irwanto (2023). Management of educational institutions has an important role in shaping the quality of education that is in line with the principles of Islamic education. The management model of Islamic educational institutions can be the essence and complexity of managing Islamic educational institutions that illustrate how elements of professionalism, religious values and leadership dimensions combine to create a holistic environment, in this regard, this study aims to analyze the model and implementation of management of Islamic educational institutions in Madrasahs. This research was conducted at MTS. Islamic Religious Education, namely the management of Islamic educational institutions, requires more than just conventional managerial skills. In addition to competence in planning, organizing, supervising and controlling, religious aspects play a central role in decision making and implementing administrative tasks. The concept of sacred values is the main driver of inspiration for action with the aim of implementing education

as a religious practice in accordance with Islamic teachings. The purpose of this paper is to describe the combination of managerial attitudes and Islamic leadership values as an essential foundation. The similarities and differences in the research here are that the management of the Islamic education curriculum at the madrasah level while the author studied at the vocational high school level, especially SMK Al-Ghazaly, Bogor City.

Mubarok (2023). This study aims to explain the complex relationship between personality dimensions, organizational culture and their cumulative influence on organizational Citizenship Behavior (OCB) at the Al-Madani Islamic Boarding School in Cikalong, Majalengka. The similarities and differences in each curriculum management contain elements of morality/personality. Aziz (2021). The practice of implementing human resource management at SMK Al-Khoiriyah is guided by Islamic boarding school values. The teachers at SMK Al-Khoiriyah are very heterogeneous, including differences in competence and abilities in the field of technology. This study describes the human resource planning carried out by SMK Al-Khoiriyah Hasyim Tebuireng. The method used is qualitative with data collection of observation, interviews and documentation. The results of the study show that human resource planning at SMK Al-Khoiriyah is centralized in the Islamic boarding school quality assurance unit. The results of human resource planning must be approved by the Hasyim Asy'Ari foundation and decided together with the Tebuireng Islamic boarding school caretaker. The form of human resource planning at SMK Al-Khoiriyah in the aspect of improving work, is based on Islamic boarding school values by prioritizing moral values. In the process, human resources can also involve the business world and industry in accordance with the expertise program at SMK Al-Khoiriyah Tebuireng. The similarity of this study is the same at the SMK level and its management is based on Islam prioritizing moral values.

Idris (2022). This study aims to examine the relevance of entrepreneurship education organized by a university, namely the Alauddin State Islamic University of Makassar in encouraging students' entrepreneurial intentions. The research method used is a combination method between multiple linear regression analysis and scale range with a Likert scale instrument. The sampling method is cluster sampling with a population originating from students spread across various faculties at the Alauddin State Islamic University of Makassar. The results of the study show that students' entrepreneurial intentions are significantly and positively influenced by the level of knowledge they have about entrepreneurship and the learning process that uses entrepreneurial practices. The similarity of this study in the subject of Islamic Education in relation to Islamic economics at Al-Ghazaly Vocational School also students carry out direct practice so that they are accustomed to entrepreneurship so that students are accustomed to it and when they graduate they can help their economy.

Firdaus (2023). This research was conducted in 2023 with the title development of Islamic religious education curriculum at Cimahi Entrepreneurial Vocational School. The purpose of this study was to determine the concept of developing an Islamic religious education curriculum and the implementation of the development of an Islamic religious curriculum at Cimahi Entrepreneurial Vocational School. Through this study, the author also examines the supporting and inhibiting factors for the implementation of Islamic religious education and the contributions achieved in the development of the Islamic religious education curriculum at SMK Wiraswasta Cimahi. This study departs from the assumption that the success of Islamic religious education is influenced by many factors. The most influential factor is the curriculum. The curriculum is a guideline for the teaching process of educational institutions. This study uses a descriptive method. Data collection techniques are carried out through interviews, participant observation and literature studies. For analysis, qualitative data analysis is used by reviewing existing data, combining data, categorizing data, and interpreting data. The data validity test is carried out with credibility, information, dependency audits and certainty audits. From the results of this study, the data obtained can be concluded that the development of the Islamic education curriculum at SMK Wiraswasta Cimahi has experienced development between the Diknas curriculum and the local content curriculum.

Nasution (2022). Research conducted in 2022, Islamic Education: Journal of Islamic Education, with the title Management of Islamic Religious Education Curriculum at Madrasah Aliyah Negeri Labuhanbatu. The results of the study are that the management of the study emphasizes the process of organizing, cooperation between various elements in various organizations, efforts to utilize various resources owned by the organization and the existence of a goal. The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve educational goals. Curriculum management is all the processes of joint efforts to facilitate the achievement of teaching goals with an emphasis on efforts to improve the quality of interaction in the learning process. Curriculum management is something urgent in the learning process. Islamic Religious Education at the Labuhanbatu State Islamic High School is an urgent subject as stipulated by the regional regulation. To maximize the learning of Islamic religious education, of course, proper management is needed, among the curriculum management described in this article are planning, organizing, implementing, supervising and evaluating the Islamic religious education curriculum at the Labuhanbatu State Islamic High School.

Priyambodo (2022). Research conducted in 2022, the manager of the Islamic education management journal with the research title online learning management to improve student academic achievement. The results of this study are to strengthen the understanding of the

importance of managing online learning to improve student academic achievement in the use of appropriate learning models, namely blended learning. This research is motivated by the development of 21st century technology in the world of education which has not been optimally managed by educators, causing students to experience difficulties in participating in the online learning that is applied. This research is a qualitative study with a case study design. The subjects of the study were teachers of SD Negeri 2 Sumberagung, Bantul Regency, Yogyakarta. Data collection techniques through interviews. The results of the study showed that online learning management was carried out with systematic and accurate planning, implementation, and assessment stages. The similarities and differences in the research are that both manage education, including how to use learning models appropriately with the stages of planning, implementation, assessment and accuracy.

Zulihi (2023). The research was conducted in 2023 with the title of the study of habituation of al-akhlak al karimah through effective communication of PAI (Islamic Religious Education) teachers at Madrasah Ibtidaiyah (MI) in Jayapura City, the results of the study were to accustom things that are exemplary such as good communication in order to create imitation and become habits. Teacher communication media has an influence on the formation of akhlak karimah.

Ibdalsyah (2023). Research conducted in 2023, Islamic Education: Journal of Islamic Education with the title of da'wah strategy and elements of Islamic religious education in Walisongo's Islamic da'wah in the Java region. The results of this study are the Wali Songo's da'wah strategy when entering the homeland on the island of Java was carried out in groups, systematically, simultaneously and massively in almost all of Java with a da'wah strategy that involved the government and embraced the culture, arts, traditions of the local community, so that it could be well received without any opposition, elements of Islamic religious education as the topic of Islamic da'wah of the Walisongo by prioritizing education in the field of akhlakul karimah to be applied by a Muslim in living life. The similarity of this study is that in the learning achievements of Islamic religious education class X phase E and class XII phase F, the material on the spread of Islam in Indonesia by Islamic figures on the island of Java, namely Walisongo, is discussed. This learning achievement is contained in the Islamic education curriculum which also teaches about akhlakul karimah which is also applied at SMK Al-Ghazaly Bogor. Latif (2023) The study was conducted in 2023 Islamic education: Islamic education journal with the title understanding Islamic religious education in building a religious environment from a parental perspective. The results of the study indicate that the majority of parents understand Islamic religious education so that a Religious environment is created. The implications of this study are expected to be a reference and consideration for parents, the government and educational institutions in developing an understanding of Islamic religious education so that families are formed that are able to create

religiosity in their lives. The relationship with this article is that when parents understand Islamic religious education, children will follow their parents so that Islamic religious education learning is achieved both at school and at home.

Metodh

This research was conducted at SMK Al-Ghazaly Bogor located on Jalan Cempaka No. 06 Kota Paris, Bogor Tengah, Bogor City-16125. This method uses a qualitative descriptive approach. The descriptive research conducted attempts to describe the Management of Islamic Education Curriculum at SMK Al-Ghazaly Bogor. In data collection conducted at SMK Al-Ghazaly Bogor to obtain data, namely observation, interviews and documentation. The type of interview in this study is a guided interview, meaning a directed interview to collect relevant data. In data collection, researchers have interviewed the principal, curriculum and representatives of Islamic Religious Education teachers. While the focus of this study is the management of Islamic education curriculum at SMK Al-Ghazaly in the subject of Islamic Religious Education. Researchers want to know how the management at the school is related to the management of the Islamic education curriculum from the achievement of Islamic Religious Education learning/objectives, materials, methods and evaluation.

Result and Discussion

1. Research findings

a. SMK Al-Ghazaly Bogor's Profile

SMK Al-Ghazaly Bogor was established in 2009 with an operational permit from the Bogor City Education Office Number: 421.5 / 81-disdikpora, is an integrated part of the secondary education system under the auspices of the Ministry of National Education and Culture, the Directorate General of Vocational High School Development and the Al-Ghazaly Bogor Islamic Center Foundation is a foundation founded by one of Indonesia's great scholars, namely KH.R. Abdullah bin Nuh, who is now led by his son, KH. M. Mustofa Abn, Lc., who carries the mission to implement vocational secondary education, improve the quality of vocational secondary education graduates, and foster student morals through Islamic education. This school focuses on the learning process balanced with Islamic education, an approach to discipline, habituation activities, and attention to all aspects that support the learning process. Vision and Mission of SMK Al-Ghazaly is its Vision is to build independent people based on IMTAQ and IPTEK, have noble character, Skilled, Productive and useful for society. Mission is 1. to realize a superior school with Islamic characteristics; 2. to build independent people who are ready to work; 3. to improve students' ability in utilizing science and technology.

A. Islamic Education Curriculum Development Management

Hidayat (2016). Management is a process of utilizing all resources through the help of others and working together so that common goals can be achieved effectively and productively. While the curriculum is a set of learning plans concerning content, teaching materials, and methods used as guidelines for implementing teaching and learning activities. (Depdinas: 2003). According to (Hidayat: 2016) the curriculum comes from the Latin curriculum which means teaching materials. While in Arabic it is called Al-Manhaj while in the context of education the curriculum is a bright path taken by teachers and students to develop knowledge, skills and attitudes in life. In the curriculum there is also a curriculum structure. The curriculum structure is the pattern and arrangement of subjects that must be taken by students in learning activities. The depth of the curriculum content in each subject in each subject in the educational unit is stated in the competencies that must be mastered by students. To realize the management of Islamic education curriculum and education management in a planned, directed and sustainable manner. Al-Ghazaly Vocational School Bogor develops the curriculum every year, including implementing the independent curriculum for classes X and XI, and the 2013 Curriculum for class XII. However, the development of the curriculum is changing rapidly so that in the future all classes will use the independent curriculum so that it is in accordance with the learning outcomes which are the National curriculum. In the Decree of the Ministry of Education, Research and Technology No. 008 / H / KR / 2022 in learning outcomes in early childhood education, elementary education levels and secondary education levels in the independent curriculum. Regulation of the Minister of Education and Culture, Research and Technology No. 5 of 2022 concerning the competency standards of graduates of early childhood education, elementary education levels and secondary education levels. The achievement of Islamic religious education subjects at SMK Al-Ghazaly Bogor is certainly in accordance with the independent curriculum, both in its rationale and objectives, only it is further developed by adding among others the dhuha prayer program, tadarus, tahsin tahfidz, An-Nisa arrijal activities every Friday, memorization of the 30th chapter of the Qur'an, joint tahajud prayer. Islamic Religious Education and Character Education in stages and holistically, are directed to prepare students to be spiritually stable, have noble morals, have the basics of Islam and how to apply them in everyday life within the framework of the Unitary State of the Republic of Indonesia.

Islamic Religious Education and Character Education in general must direct students to: (1) a tendency towards goodness (al-Hanifiyah); (2). Attitude of allowing (al-Samhah); 3. Noble Morals (Makarim al-Akhlaq); 4. Compassion for the universe (Rahmatan Lil 'alamiin). With Islamic Religious Education and morals, these basics are then applied by students in believing and being devoted to

Allah SWT, protecting themselves, caring for humanity and the natural environment. The description of this application will be seen in several elements of Islamic religious education and morals, especially in faith, personal morals, social, sharia and the history of Islamic civilization.

Islamic Religious Education and Character Education can be a guideline for students in protecting themselves and implementing noble morals in their daily activities. Various problems in society, including moral crises and environmental crises, have answers in Islam. By studying and experiencing Islamic religious education, students avoid despicable acts so that they become people with noble morals.

With the increasingly complex context of 21st century civilization, a deep understanding of religion is needed, especially in respecting and appreciating differences. Islamic religious education not only discusses the relationship between humans and Allah but also the relationship with themselves, fellow citizens, fellow humans, and the universe. For this reason, a diverse approach is needed in the process of learning religion, not only in the form of lectures but also interactive discussions, a process that is based on curiosity and discovery (inquiry and discovery learning), a learning process that is biased towards children.

Through the content of the material presented in 5 elements of Islamic religious education and character science, including the Qur'an, Hadith, faith, morals, fiqh, history of Islamic civilization. Islamic religious education lessons can contribute and strengthen the formation of the profile of Pancasila students as lifelong learners who are faithful and pious and have noble morals, realize themselves as part of the world's population with global personality and competence, are independent, creative, critical and cooperative.

Nata (2010). Knowing Allah is part of the essence of Islamic teachings that must first be done before someone studies other parts of Islamic teachings. However, the effort to know Allah is not an easy matter. In a story, it is stated that the Prophet Muhammad SAW once gave advice to a friend as follows: think about everything that Allah created, and do not think about the essence of Allah.

The purpose of Islamic religious education is aimed at: 1. providing guidance to students, so that they are spiritually stable, have noble morals, always make compassion and tolerance the foundation of their lives. 2. To shape students to become individuals who understand well the principles of Islam, related to noble morals, correct beliefs based on the understanding of the experts of the Sunnah wal Jama'ah, sharia and the development of the history of Islamic civilization and apply them in everyday life both in relation to the creator, oneself, fellow citizens, fellow humans and the natural environment within the framework of the unitary state of the Republic of Indonesia. 3. To guide students to be able to apply Islamic principles in thinking so that they are correct, precise, and wise in concluding something and making decisions. 4. To construct students'

critical reasoning abilities in analyzing differences of opinion. 5. To guide students to love the natural environment around them and foster a sense of responsibility as Allah's Caliph on earth. 6. To shape students to uphold the values of unity and oneness so as to strengthen brotherhood (ukhuwah Islamiyah) and also brotherhood of the nation and country.

The character of the subject of Islamic religious education and morality includes elements of the science of the Qur'an Hadith, Aqidah Akhlak, Fiqh, History of Islamic Civilization. Examples of elements of the Qur'an Hadith, including Islamic religious education and morality emphasize reading and writing the Qur'an and Hadith properly and correctly, it also guides students in understanding the meaning textually and contextually and practicing it in everyday life. Islamic Religious Education also emphasizes love and high appreciation for the Qur'an Hadith as a guide to life for Muslims. The learning achievement of Islamic religious education phase E is for class X while F is generally in classes XI and XII. for example, in the element of the Qur'an Hadith, the learning achievement is that students analyze the Qur'an Hadith about critical thinking, science and technology, tolerance, maintaining human life, disasters, exams, love for the homeland and so on. The element of faith, students analyze the branches of faith, the relationship between faith, Islam and Ihsan, and the basic objectives and benefits of theology. The element of morality, students can solve problems with problem solving, present problem solving, analyze manners, believe that religion prohibits fighting between students and so on.

The element of fiqh, the learning achievement of students is able to analyze the provisions for implementing sermons, tabligh, and da'wah, the provisions of marriage in Islam, mawaris, and the concept of ijtihad; presenting the provisions for implementing sermons, tabligh and da'wah and so on. The element of the history of Islamic civilization, the learning achievement of students is able to analyze the role and exemplary role of religious figures in the spread of Islam in Indonesia, the development of Islamic civilization in the world and so on.

Huda (2017). In an effort to improve the quality of education, one of the important components in it is the curriculum. The curriculum is a system that has components that are interrelated and support each other. The components of the curriculum are objectives, subject matter, methods and evaluation. In this system, the curriculum will run towards an educational path with mutual cooperation between all its subsystems. If one of the curriculum variables does not function properly, the curriculum system will not run optimally. In addition, in implementing the curriculum, planning and organization are needed in all its components. This article will explain the management of curriculum development viewed from an Islamic perspective. Islamic education management is a process of organizing/managing Islamic educational institutions that involve Muslim human resources and non-human resources in moving them to achieve Islamic education goals effectively and efficiently (Maujud, 2018a) Islamic education management is always oriented

towards achieving Islamic education goals as stated previously, that the goal of Islamic education is the formation of Muslim individuals who have knowledge and noble morals as capital for them in carrying out their role as caliphs. Therefore, Islamic education management must be able to optimize all the resources owned by each Islamic educational institution to the maximum.

The management pattern of Islamic educational institutions is the initial step in creating a generation of Muslims who are strong in faith/aqidah, obedient in sharia/worship, and have high morals. Islamic education has the responsibility to prepare Muslim human resources who are able to compete in the global world. These expectations must be prepared well and professionally. Without professional management or managerial, the development of Islamic educational institutions will continue to face major problems. "Truth that is not regulated, organized/managed well, will be defeated by falsehood that is organized well". This sentence at least reminds us that Islam considers management very important, especially in managing Islamic education.

B. Functions Of Educational Management

1. Planning

Planning in educational management is the process of preparing plans, goals, and strategies to achieve the vision and mission of education.

Planning in Q.S. Al-Hasyr: 18 below:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

"O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the afterlife); and fear Allah, verily Allah is All-Knowing of what you do."

A number of commentators interpret this verse as a warning to pay attention to what has been done for tomorrow or the day of doom, as interpreted by Jalaluddin al-Mahally and Jalaluddin as-Suyuthi, Al Maraghy, and Quraish Shihab in their respective tafsir books. This warning is the basis for thinking that preparation or planning is important to see success or failure in the future. In fact, Islam has emphasized earlier the relationship between planning and the results to be obtained. (Ismail, 2021)

According to Taylor, planning must be done systematically and scientifically. This includes a detailed analysis of educational goals and ways to achieve them efficiently. Meanwhile, according to Drucker, he emphasizes the importance of long-term planning that focuses on achieving sustainable educational goals. According to him, planning must be adaptive and responsive to changes in the educational environment. According to Comb, educational planning is the application of rational and systematic analysis in the educational development process which aims to increase the effectiveness and efficiency of education in its efforts to meet needs and achieve

goals (education), both goals related to students and society (Kusnandi, 2019). Educational planning in Indonesia is a process of compiling alternative policies to overcome problems that will be implemented in order to achieve national educational development goals by considering the realities in the socio-economic, socio-cultural and overall development needs for national education. (Aminuddin & Kamaliah, 2022)

Educational planning itself functions as a basic pattern, guideline and guideline in making decisions, in implementing and controlling educational activities, in developing the quality of education, fulfilling the accountability of educational institutions and in preparing alternative policies for future activities in educational development. Educational planning provides clarity of direction in the process of organizing education. With this clarity of direction, educational business management can be carried out more effectively and efficiently. Therefore, an educational planner at all levels (structural, institutional and operational) is required to have broad abilities and insights to prepare a design that can be used as a guide in implementing the next educational process. To achieve these demands, one part that must be understood by educational planners is the field of study of educational planning problems. Planning can help achieve a target or goal more economically, on time and provide opportunities for easier control and monitoring in its implementation. Therefore, planning as an element and first step in the management function generally occupies a very important and very decisive position. Through planning, it will be more guaranteed that there will be savings in time, costs and use of resources more beneficially. The importance of educational planning in Indonesia is marked by the pressing problems in various aspects that like it or not must be addressed through planning. Without planning, many educational problems will be delayed in being handled.

a. Principles of Educational Planning

Educational planning recognizes principles that can be used as a guide, both in the preparation process and in the implementation process. These principles include the following:

1. Interdisciplinary principle, which concerns various fields of science or various aspects of life. This is important because the nature of educational services to students must involve various types of knowledge, various skills and norms of life that apply in society.
2. Flexible principle, which is flexible, dynamic and responsive to developments or changes in life in society. This is important because the nature of educational services to students is to prepare students to be able to face the development of science and technology (iptek) and various current life challenges.
3. The principle of effectiveness-efficiency, meaning that in the preparation of educational planning it is based on careful and mature calculations of existing resources, so that the planning is 'effective' and 'useful' in achieving educational goals.

4. The principle of progress of change, which is to continue to encourage and provide opportunities for all school members to work and move forward with various updates to higher quality education services, in accordance with their respective roles.
5. The objective, rational and systematic principle, meaning that education planning must be prepared based on existing data, based on an analysis of the needs and benefits of education services rationally (allowing for real realization), and have a clear and continuous systematic and stages of program achievement.
6. The cooperative-comprehensive principle, meaning that the planning that is prepared is able to motivate and build the mentality of all school members in working as a good team (team work). In addition, the planning that is prepared must cover all essential (fundamental) aspects of academic and non-academic education services for each student.
7. The principle of human resources development, meaning that education planning must be prepared as well as possible and be able to be a reference in developing human resources optimally in making the education development program a success. Educational services for students must be truly capable of developing superior individuals both in terms of intellectual aspects (mastery of science and technology), emotional aspects (personality or morals), and spiritual aspects (faith and piety), or what is called superior IESQ.

b. Various Educational Planning Methods

There are many methods used in planning, but the one commonly used in educational planning is the one discovered by Augus W Smith and Nanang Fattah who mentioned 8 educational planning methods:

1. Means-ways-end analysis method (analysis of tools-methods-goals) This method is used to examine sources and alternatives to achieve certain goals. Three things need to be analyzed in this method, namely: means related to the sources needed, ways related to the methods and alternative actions formulated and will be selected and ends related to the goals to be achieved. These three aspects are reviewed and studied reciprocally.
2. Input-output analysis method (input and output analysis) This method is carried out by conducting a study of the interrelation and interdependence of various input and output components of a system. This method can be used to assess alternatives in the transformation process.
3. Econometric analysis method (econometric analysis) This method uses empirical data, economic theory and statistics in measuring changes in relation to the economy. Econometric methods develop equations that describe the relationship of dependencies between variables in a system.

4. Cause-effect diagram method (causal diagram) This method is used in planning using hypothetical sequences to obtain an overview of the future. This method is very suitable for strategic planning.
5. Delphi method According to Nanang Fattah, the Delphi method aims to determine a number of alternative programs. Exploring assumptions or facts that underlie certain "Judgments" by seeking the information needed to reach a consensus. Usually this method begins by throwing out a general problem to be identified into a more specific problem. Participants in this method are usually people who are considered experts in certain disciplines.
6. Heuristic method (scientific research procedure) This method is designed to explore issues and to accommodate conflicting views or uncertainty. This method is based on a set of principles and procedures that systematize the steps in problem solving efforts.
7. Life-cycle analysis method This method is used primarily to allocate resources by considering the life cycle of production, projects, programs or activities.

2. Organizing in education (Organizing)

A. Definition and Concept of Organization

Organization comes from the Latin word "organum" which means "tool", while "organize" means "organizing" which indicates an action or effort to achieve something. According to Prof. Dr. S.P. Siagian, an organization is any form of association between two or more people who work together for a common goal and are formally bound in a person or group called a leader and a person or group of people called subordinates. The term organization has two general meanings. First, an organization is defined as an institution or functional group, for example a company, a school, government agencies. Second, it refers to the process of organizing, namely how work is organized and allocated among members, so that the goals of the organization can be achieved effectively. While the organization itself is defined as a collection of people with a system of cooperation to achieve common goals.

Organization in Islamic education management has an important role in successfully achieving the goals that have been set. In Islamic education, good organization will determine the success or success of a person or group. The word of Allah in Q.S. as-Shaf: 4

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًّا كَانَهُمْ بُنْيَانٌ مَرصُورٌ

"Indeed Allah loves those who fight in His cause in rows (ranks) as if they were a solid structure."

According to (Bahtiar, 2020) the meaning of solidity is closely related to ukhuwah (brotherhood) in Islam. So if the management of organizing Islamic education is carried out on the basis of the strength of Islamic ukhuwah, then all processes are colored by Islamic values with the

spirit of joint progress of all components of Islamic education. Organization and cooperation will not arise unless each member understands what the group must do and where the place and function of each person in the pattern are. What makes an active member of an organization is essentially a feeling of being included, a feeling that the organization is a vessel that channels desires and hopes, where he can participate in the group, so that he can do organized work with great results. Organizing as a process of dividing work into smaller tasks, assigning those tasks to people who can and according to their abilities in order to effectively achieve organizational goals. Organizing is the process of structuring an organization according to its goals, resources and environment. According to Handoko, organizing is the arrangement of joint work of financial, physical and human resources in an organization.

Ernest Dale in (Rochman, 2015) provides organizing as a multi-step process. The organizing process is described as follows:

- a. Job Detailing In job detailing is determining what tasks must be done and carried out by individuals in order to achieve organizational goals.
- b. Division of Work Dividing all parts of the workload into activities that can be carried out by individuals or groups.
- c. Job Integration Combining the work of members in a rational and efficient manner.
- d. Job Coordination. Establishing a work mechanism to coordinate work into a harmonious whole.
- e. Monitoring and Reorganization. Monitoring and taking adjustment steps to maintain and improve effectiveness.

B. Structure of Organization

One of the functions or tasks of management is organizing. In this task, the manager does not mean to create an organization or mobilize the members of the organization, but rather to create a structure or formulate a working mechanism for his organization. All tasks that must be done in the organization are grouped into work units. Then the work in each unit is distributed to the personnel in the unit according to their respective competencies. However, if the work unit is large, then it can also be divided into sub-units before the division of tasks for each individual is carried out. Likewise, if the organization is very large, several work units that have similarities can also be combined under a certain name, a department for example. To translate activities between organizational components so that they can be understood, and used as guidelines for working, it is stated in an organizational structure. In other words, so that the components can be related to each other, in the sense that each component interacts according to the expectation of achieving the organization's goals, a framework is needed that functions as a guideline for implementing

cooperation. This cooperation framework is called a structure. Thus, the organizational structure is the working mechanism of the organization that describes its work units with individual tasks within them along with their cooperation with other individuals and the relationship between the work units both vertically and horizontally.

The organizational structure depicts the work position, division of labor, type of work to be done, relationship between superiors and subordinates, groups, components or sections, management levels and communication channels. An organizational structure specifies the division of work activities and shows how different functions or activities are connected.

Structure follows process, and here are some important things that are needed by the organization:

- a. Unit optimization. Each unit, program and department must run efficiently and effectively. Each area must have clear quality standards, preferably written, in running its program.
- b. Vertical alignment. Each staff member must understand the strategy of the institution, as well as the direction and mission of the institution.
- c. Horizontal alignment. Competence between units, programs or departments must be eliminated or conversely, there must be an understanding of the goals and needs of other parts of the organization. Mechanisms must be an important part of dealing with problems effectively.
- d. One command in every process. Key processes, be it curriculum, pastoral, or administration, must be designed and organized, so that each process is under one command.
- e. Principles in Organizing

There are several main things that must be considered in relation to organizing, people often call these main things as the following principles:

1. Have a clear goal.
2. Members accept and understand the goal.
3. There is unity of direction so that it can create unity of action, unity of thought, etc.
4. There is unity of command, subordinates or members only have one direct superior, and from him they receive orders or guidance, and to him they must be responsible for their work.
5. There is a balance between the authority and responsibility of a person in the organization. Because, the absence of this balance will facilitate the emergence of undesirable things, such as: If authority is greater than responsibility, it is easy to cause abuse of authority. if responsibility is greater than authority, it is easy to cause a lot of congestion, feeling insecure or hesitant in action.
6. The organizational structure should be arranged as simply as possible, according to the needs of coordination, supervision, and control.

7. The organizational pattern should be relatively permanent. This means that, although the organizational structure can and must be changed according to the demands of development, the flexibility of the adjustment should not be a principle. Therefore, the basic pattern of the organizational structure needs to be made in such a way that it is as permanent as possible.
8. There is a guarantee of security in working (security of tenure), subordinates or members do not feel anxious for fear of being fired, being treated arbitrarily, and so on.
9. The lines of power and responsibility and the hierarchy of the work system are clearly depicted in the structure or organizational materials.
10. The placement of people who work in the organization should be in accordance with their abilities.

3. Actuating

The next management function is implementation by realizing planned activities arranged into real actions in order to achieve goals effectively and efficiently, so that every implementation in the organization should have a steady and convincing power because if it does not have it, then the planned education and teaching process will be difficult to realize. the implementation function (actuating) is very important. The planning and organizing functions are more related to abstract aspects in management, while the actuating function is directly related to resources in the organization with more emphasis on activities, so that through this implementation function which is carried out effectively and efficiently, it is expected to contribute to improving the quality of education as a whole. In terms of implementation, a very important role is the leader because it will be closely related to humans as the subject of the activity, so no matter how sophisticated the equipment used is if it is not accompanied by human support, especially the leader, it will be in vain. In Arabic, the word "actuating" is interpreted as "al-taujih" which means directing. The word moving or directing human resources is mentioned in several verses in the Qur'an to achieve common goals, such as "tabsyir" (giving good news) and, "Indzar" (giving warnings or reprimands) as in QS. al-Baqarah: 213, Allah SWT appointed the Prophets to guide and direct his people to the path that has been determined by Allah SWT by giving good news and warnings to his servants, "dakwah" (inviting or calling) as in QS. an-Nahl: 125, "tarbiyah" (guidance) as in QS. al-Isra ': 24, and finally "irsyad" direction in this case is direction to positive activities. (Maujud, 2018).

Movement is an action to ensure that all members of the group strive to achieve targets in accordance with managerial planning and organizational efforts. So Actuating means moving people to work on their own or with full awareness together to achieve the desired goals effectively. In this case, what is needed is leadership. There are several opinions of experts about the definition of the basic theory of actuating. Actuating is the activity of a manager in ordering, assigning,

directing, and guiding employees or organizational personnel to carry out work in achieving predetermined goals. Giving encouragement or actuating includes activities carried out by managers to initiate and continue activities set out in planning and organizing so that goals are achieved. Explaining actuating is an effort to move group members in such a way that they want and strive to achieve organizational goals. This means stimulating group members to carry out tasks with enthusiasm and good will. Planning is one of the absolute requirements for every organization or institution and for every activity, both individual and group. Without planning, the implementation of an activity will experience difficulties and may even fail. It would not be an exaggeration if it is known that the success that will be achieved by a program is also determined by the adequacy or inadequacy of the steps taken in planning. The philosophy of Islamic Education management is as follows:

1. Planning is the main function of a manager. The implementation of work depends on the good or bad planning.
2. Planning must be directed towards achieving goals. Therefore, if the goal is not achieved, it may be due to imperfect planning.
3. Planning must be based on objective and rational facts.
4. Planning must contain or be able to project future events

The philosophy of Islamic Education management is to motivate, namely the ability to persuade people to achieve goals that have been set with enthusiasm. The essential element in an organization is the togetherness of steps or movements based on clear instructions to achieve goals. Effective leaders tend to have relationships with subordinates that are supportive and increase self-confidence when using groups in making decisions. In implementing the philosophy of Islamic Education management, it must be interpreted that the organization is a container as a place for people to gather who have the same goals, visions and missions. In madrasahs, organizations have a very important role, because if the organization is viewed as a process, then the organization is an activity to organize and determine working relationships between personnel. The obligations, authorities and responsibilities of each part or personnel included in the organization are arranged and determined into activity patterns that are aimed at achieving the goals that have been set. This means that every human being wants to develop their mental capacity and work capacity through various means such as on the job training, off the job training, seminars, conferences, academic education, and so on. According to (Harahap, 2022), the implementation of the motivating function in an organization can be carried out well by using the following techniques:

1. Explain the organization's goals to each member of the organization.
2. Try to make everyone aware of, understand, and accept the goals.

3. Explain the philosophy adopted by the organization's leadership in carrying out the organization's activities.
4. Explain the policies taken by the organization's leadership in an effort to achieve goals
5. Try to make everyone understand the organizational structure
6. Explain what role the organization's leadership expects each person to play.
7. Emphasize the importance of cooperation in carrying out the necessary activities.
8. Treat each subordinate as a human being with full understanding
9. Give awards and praise to capable employees and reprimands and guidance to people who are less able to work.
10. Convince everyone that with good work in the organization, their personal goals will be achieved as much as possible.

4. Controlling

Supervision or controlling comes from the French word "contre" which means against. While etymologically it is often translated as control or supervision. Supervision is basically a measure of the real appearance of planning by detecting significant spread between results and expectations, and identifying actions of the spread, so that corrective action can be taken. (Maujud, 2018)

Supervision (controlling) in Islamic education management which is an effort to measure, evaluate, assess the extent to which previously established Islamic education plans can be achieved. In terms of quality management, Quality Control is known (Praja Tuala, 2018) which focuses on product testing (concern for product testing), responsibility with supervisors (responsibility with supervision), limited quality criteria (limited quality criteria), and some self-inspection (self-evaluation). Supervision can be done independently (muhasabah). Like the expression below

حَاسِبُوا أَنْفُسَكُمْ قَبْلَ أَنْ تُحَاسَبُوا، وَزِنُوا قَبْلَ أَنْ تُوزَنُوا، وَتَأَهَّبُوا لِلْعَرْضِ الْأَكْبَرِ

"You should take account of yourselves before you are taken account of, and you should weigh yourselves before you are weighed, and prepare for the great day when deeds will be revealed". This statement by Umar bin Khattab is a signal of the importance of conducting self-evaluation including internal evaluation for Islamic educational institutions and all components of education. The implementation of the concept of supervision for a Muslim cannot be separated from the belief that Allah is the supervisor of every human being. Allah always supervises all the activities of His creatures, angels record all deeds. This is the supervision that is so real in human life. If this concept is manifested in the function of Islamic educational management, then every management process will be carried out properly and with full responsibility to humans and to Allah SWT. Supervision

can be interpreted as an effort to observe systematically, measurably and continuously, record, provide explanations, instructions, guidance and correct various things that are not right and correct mistakes. Supervision must be carried out in an integrated manner so that the subsequent decision-making process is appropriate and effective. The scope of supervision includes organizational arrangements, authority, responsibility and organizational performance. The effectiveness and efficiency of supervision are determined by the quality of task implementation. In educational organizations, efficiency indicators can be seen from the perspective of school management in producing quality output (graduates) using minimal input. Supervision is not identical to inspection. Because in fact the target of supervision is the work itself, whether it has achieved the target correctly or there are certain obstacles that must be fixed. Errors do not come from humans but from the work itself. So the target of supervision must be focused on the substance of the work, the character of the work, and the nature of a job/program. Supervision is intended as a systematic effort to prevent deviations in the implementation of activities/programs while taking corrective actions if deviations have already occurred against the planning that has been set. So in the world of education there is a very strong relationship between planning and supervision. (Praja Tuala, 2018) Planning determines what must be achieved within a certain period of time, while supervision evaluates the extent to which the goals that have been set can be achieved. If there is a program that is not achieved, then the causal factors are evaluated so that corrective actions can be taken.

Conclusion

Al-Ghazaly Islamic Center Foundation is an Islamic foundation consisting of elementary-vocational school levels and also Islamic boarding schools. At SMK Al-Ghazaly, the curriculum management is neat and must be even better, because from year to year there has been an increase in quality, the management of the Islamic education curriculum at SMK Al-Ghazaly of course the goal of Islamic religious education is aimed at: 1. providing guidance to students, so that they are spiritually stable, have noble morals, always make compassion and tolerance as the foundation in their lives, 2. Forming students to become individuals who understand well the principles of Islam, related to noble morals, true beliefs based on the understanding of the experts of the sunnah wal jama'ah, sharia and the development of the history of Islamic civilization and applying them in everyday life both in relation to the Creator, themselves, fellow citizens, fellow humans and their natural environment within the framework of the Unitary State of the Republic of Indonesia, 3. Guiding students to be able to apply Islamic principles in thinking so that they are correct and wise in concluding something and making decisions, 4. Constructing students' critical reasoning abilities in analyzing differences of opinion, 5. Guiding students to love the surrounding natural environment

and foster a sense of responsibility as the Caliph of Allah SWT on earth, 6. Forming students to uphold the values of unity and oneness so as to strengthen the unity or ukhuwah Islamiyah and also the unity of the nation and state. The curriculum management described in this article is the planning, organizing, implementing, supervising and evaluating the Islamic education curriculum at SMK Al-Ghazaly Bogor.

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